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ABSTRACT

This study was designed to establish a basis for developing a relevant curriculum for preparing administrators of physical education departments in higher education. Responses to a questionnaire were received from 106 chief administrators in university and college physical education programs. The first part of the questionnaire asked respondents to indicate course competence ratings and to indicate course usefulness as specifically related to their present administrative position. The second part asked ratings on their preparation for specific administrative duties and the importance of these duties in their administrative routine. Responses revealed that physical education administrators rated their competence high in physical education type courses but rated the usefulness of this coursework low in relation to their administrative duties. Results also revealed that non-physical education type courses had a low competence rating but a high projected usefulness rating. Ten core courses are recommended for a relevant physical education administrator curriculum: (1) leadership skills; (2) personnel management; (3) public speaking; (4) public relations; (5) budgeting; (6) staffing; (7) problem analysis; (8) administration of physical education; (9) physical education facility planning; and (10) health, physical education, and recreation skills. A copy of the questionnaire is appended. (JD)

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THE DEVELOPMENT OF AN EMPIRICAL BASED CURRICULUM FOR ASPIRING HIGHER EDUCATION PHYSICAL EDUCATION ADMINISTRATORS. Arthur W. Miller, Idaho State University;

The purpose of the study was to provide colleges and universities with an empirical based curriculum for the study of higher education administration in physical education. The data collection instrument was a validated questionnaire sent to 136 administrators in higher education physical education. Administrators were requested to rate (1) their level of competence in stated coursework and (2) the level of importance of stated coursework in reference to their present position. Administrators were also requested to rate (3) their level of preparation for selected duties (POSDCORB) and (4) the level of importance of selected duties (POSDCORB) inherent to their position. The 106 responses were divided into three categories dependent on the institution's level(s) of degree offered: Group A, Bachelors Degree only; Group B, Bachelors and Masters; and Group C, Bachelors, Masters and Doctorate. The 106 responses revealed that administrators have a high competence in physical education type coursework and a low competence in non-physical education type coursework (business, writing, speaking, communications), but assigned a low rating for the importance of physical education coursework and a high rating for the importance of non-physical education type coursework. Selected duty preparation received a low rating while duty importance received a high rating. These results indicate administrators feel they are ill prepared to assume their role and duties in higher education. An empirical based curriculum for aspiring higher education physical education administrators was proposed to alleviate this situation. The ten coursework areas are:

1) Leadership Skills	(4.50)	6) Staffing	(4.08)
2) Personnel Management	(4.36)	7) Problem Analysis	(4.03)
3) Public Speaking	(4.26)	8) Administration of PE	(3.89)
4) Public Relations	(4.11)	9) PE Facility Planning	(3.84)
5) Budgeting	(4.10)	10) HPER Supervision Skills	(3.70)

Five supplementary coursework areas were also recommended for each of the three Groups to fulfill each individual need.

SP 022 397

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THE DEVELOPMENT OF AN EMPIRICAL BASED CURRICULUM FOR ASPIRING HIGHER EDUCATION PHYSICAL EDUCATION ADMINISTRATORS

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When conducting research to determine the value of proposed and existing curricula in higher education administration two procedures exist. The first alternative would be to compare and contrast the labeled end results of the curriculum. This longitudinal study in the case of the preparation of administrators would consist of measuring the success of the administor some years after the completion of the curriculum coursework. Assuming criteria could be established to identify the successful administrator many confounding variables could interfere with the design of the study. The years of previous administrative experience, the geographic location, the size of the department, school, or institution and the previous and existing circumstances surrounding the administrative routine would be different in every administration situation. The second alternative would be to conduct a survey of existing administrators asking them to rate the value and importance of proposed coursework and the proposed coursework areas. This alternative is much more feasible and still sound in research design. (Fox, 1969).

THE PROBLEM

Zeigler (1979) stated that for toolong physical education has been borrowing administrative policies from general education and that this does not fullfill the total picture that physical education represents. This situation exists he has stated because physical education has not identified

the elements that are unique to itself: and hence, there exists a void in training programs since only general education courses are covered.

Scott (1980) interviewed nearly 200 college and university administrators and found that administrators expressed a need for training even after assuming their chairperson position. Roach (1976) states that far to many administrators are trained to teach and conduct research which have little to do with departmental functions. Zeigler and Spaeth (1977) proposed alternative methods to the usual trial and error procedure of administrator preparation. They suggested administrative theory and current management principles should be included. March (1974) reported that 72 percent of administrators surveyed found no textbook on physical education administration to be of value in guiding day-to-day behavior on the job.

THE PURPOSE

This study originally proposed as a dissertation topic was designed to establish an empirical basis for developing a curriculum that was more relevant for the preparation of administrators of physical education in higher education. Data were collected by means of a survey questionnaire developed to solicit information regarding the academic preparation, professional experiences, and selected duties of administrative heads of teacher preparation programs in physical education. This questionnaire was a revision of the Herron Instrument, a survey questionnaire developed in 1969 to gather similar information on Athletic Directors. The present questionnaire was validated by a panel of experts presently working in the chairperson position. This validation modified the questionnaire to allow the collection of information relevant to chairpersons of physical education in higher education.

A new section was added to gather specific data on the self-rating of the importance of selected duties for the job of physical education administrative heads.

In order to determine whether a uniform curriculum could serve to prepare all physical education administrators effectively, it was necessary to determine whether there were differences in preparation of administrators in the three categories classified according to the institutions level of degree(s) offered. Group A were institutions that granted degrees in physical education solely at the undergraduate level. Group B were institutions that granted degrees in physical education at both the undergraduate and masters level while Group C were institutions that granted degrees at the bachelors, masters, and doctoral levels.

PROCEDURES

A total of 136 questionnaires were mailed to a random sample of chief administrators in physical education programs at universities in the continental United States. Of these, 106 or 77.9% were returned from which the data were derived. There was approximately a one-third contribution from each of the established groups (Group A = 34.0%, Group B = 31.1%, Group C = 34.9%). The continental United States was geographically divided into eight sections with approximate equal representation from each of the eight regions as well.

The survey questionnaire consisted to two main parts. The first part asked administrators to indicate course competence ratings and also to indicate course usefulness ratings as specifically related to their present administrative position. The second part asked administrators to rate their

preparation for specific administrative duties and also to rate the importance of these specific duties in their administrative routine. The ratings ranged from one to five with a low score denoting a very little or little degree of the quantity measured and a high score denoting a high or extremely high degree of the quantity measured.

RESULTS

Course competence ratings revealed a definite self-perceived competence in physical education courses as they dominated the top eight courses with a 3.50 or better rating on the 5.0 scale. The scale consisted of the following: 1 = little competence, 2 = moderately competent, 3 = average competence, 4 = very competent, 5 = extremely competent. Physical education courses occupied the first, third, fourth, seventh, and eighth positions. An analysis of variance revealed that there were no significant differences among the three groups at the .05 level of significance. The top eight courses were:

Course	Mean	F	P
1) Organization & Administration of P.E.	4.01	1.20	.3401
2) Leadership Skills	3.92	.82	.4465
3) HPER Supervision	3.78	2.09	.1297
4) Physical Education Philosophy	3.76	2.56	.0822
5) Problem Analysis	3.76	1.80	.1741
6) Persuasion, Public Speaking	3.63	.18	.8353
7) P.E. Facility Planning	3.60	.36	.6975
8) Athletic Administration	3.55	.90	.4121

Course usefulness ratings revealed eleven courses with a 3.50 or better rating. The scale consisted of the following: 1 = of no use, 2 = of little

use, 3 = useful, 4 = very useful, 5 = extremely useful. In sharp contrast to the course competence rating only four physical education courses were identified in this group. The remaining seven were non-physical education in nature. The top eleven courses were:

	Course		F	P
1)	Leadership Skills	4.50	.54	.5832
2)	Personnel Management	4.36	.01	.9981
3)	Persuasion, Public Speaking	4.26	.09	.9178
4)	Public Relations	4.11	.19	.8286
5)	Problem Analysis	4.03	.48	.6232
6)	Administration of Physical Education	3.89	1.69	.1907
7)	P.E. Facility Planning	3.84	.95	.3920
8)	HPER Supervision	3.70	.70	.4975
9)	Interpretive Writing	3.66	*3.28	.0422
10)	Physical Education Philosophy	3.58	1.47	.2355
11)	Academic Administration in Education	3.52	1.05	.3528

*Denotes significant F at the .05 level of significance.

Regarding the preparation for specific duties associated with administration of the program the results revealed that only one duty scored above 3.0 on the 5.0 scale. The scale consisted of the following: 1 = not prepared, 2 = slightly prepared, 3 = prepared, 4 = very prepared, 5 = extremely prepared. The seven duty ratings are as follows:

	Duty	Mean	F	P
1)	Directing	3.08	.69	.5043
2)	Reporting	2.98	1.23	.2980
3)	Budgeting	2.97	2.39	.0966

Duty	Mean	F	P
4) Coordinating	2.94	.30	.7408
5) Operating	2.68	2.30	.1061
6) Staffing	2.67	2.47	.0902
7) Planning	2.60	1.44	.2421

With reference to the importance of specific duties associated with the administration of physical education program the data revealed higher ratings than did the preparation question. The scale consisted of: 1 = not important, 2 = little importance, 3 = important, 4 = very important, 5 = highly important. The ratings are as follows:

Duty	Mean	F	P
1) Budgeting	4.10	.25	.7827
2) Staffing	4.08	1.85	.1631
3) Reporting	3.89	.29	.7467
4) Coordinating	3.78	1.31	.2745
5) Directing	3.78	.18	.8333
6) Planning	3.69	.48	.6212
7) Organizing	3.67	.29	.7512

CONCLUSIONS

Coursework ratings revealed that physical education administrators rated their competence high in physical education type courses but rated the usefulness of this coursework low in relation to their administrative duties. Results also revealed that non-physical education type courses had a low competence rating but a high projected usefulness rating.

Selected duty ratings encompassing the administrative routine revealed a

lower rating in preparation than the importance of such duties. Such results clearly indicated that top administrators felt they were not adequately prepared. Their coursework had been limited narrowly to the physical education type courses with business, management, and education type courses having been neglected. The high ratings in the non-physical education coursework for usefulness revealed the need and desire for inclusion of such courses in future curricula.

CURRICULA SUGGESTIONS

The following suggested curricula are based on the respondents self-perceived rating of coursework usefulness. The recommended ten courses listed should be viewed as core courses that are recommended for any physical education administrator at any any institutional level. Their inclusion is based on a rating of 3.70 or above on the 5.00 rating scale. The course-work areas are:

1)	Leadership Skills	4.50
2)	Personnel Management	4.36
3)	Public Speaking	4.26
4)	Public Relations	4.11
5)	Budgeting and the Process	4.10
6)	Staffing	4.08
7)	Problem Analysis	4.03
8)	Organization & Administration of P.E.	3.89
9)	P.E. Facility Planning	3.84
10)	HPER Supervision Styles	3.70

The following courses also are strongly recommended for inclusion in the curriculum. They are listed in order of recommendation.

Group A Institution Administrators

1)	Athletic Administration	3.91
2)	School Law	3.73
3)	Physical Education Philosophy	3.55
4)	Internship in Administration	3.54
5)	School Finance	3.40

Group B Institution Administrators

1)	Interpretive Writing	3.83
2)	Organization & Administration of Higher Education	3.73
3)	Academic Administration in Education	3.71
4)	Economic Resources in Higher Education	3.53
5)	Internship in Education	3.45

Group C Institution Administrators

1)	Interpretive Writing	3.81
2)	Physical Education Philosophy	3.80
3)	Economic Resources in Higher Education	3.55
4)	Academic Administration in Education	3.55
5)	Internship in Education	3.44

It has not been established that these coursework areas warrant a full semester work or other similar time schedules. It is highly possible that some courses may be combined or handled on a one-third or half semester

basis.

What has been established, however, is the need for change in the curricula for the preparation of physical education administrators in higher education. Departments are held more accountable today than in the past because of the tight financial situation. Aspiring administrators need top level training and relevant coursework in the shortest time possible. Also teaching and administrative positions have ceased to increase in number making the market more competitive. Such apparent realities plus the most noteworthy fact, that institutions of higher education have the responsibility to provide the most scientifically based relevant curricula possible to train future administrators in physical, demands that a constant effort be made to improve and if necessary change existing curricula. To do less would only continue to hinder the profession.

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The Administrator in Physical Education:

A Survey of the Academic Preparation, Professional Experiences, and the Selected Duties

Administered by

Arthur William Miller

Dr. John A. Gustafson, Chairman, Dissertation Committee
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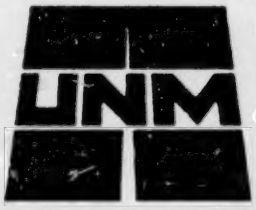

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The Department of Health, Physical Education and Recreation

Number _____

Group _____

Region _____

RESEARCH QUESTIONNAIRE

DIRECTIONS: Sex: M F Age _____

Please respond by checking the appropriate box, circling a corresponding number, or by placing the necessary word or words in the blanks provided.

SECTION 1: EDUCATIONAL BACKGROUND

1. At the time of employment in your present position, what was the highest academic degree you held?

   a. Bachelors ☐ c. Specialist ☐ e. other (please note) _____

   b. Masters ☐ d. Doctorate ☐

2. Presently, what is your highest academic degree?

   a. Bachelors ☐ c. Specialist ☐ e. other (please note) _____

   b. Masters ☐ d. Doctorate ☐

3. What was your undergraduate major field of study? _____

4. If you hold a masters degree, what was your major field of study? _____

   a. Minor or supporting area(s) at the masters level. _____

5. If you hold a doctoral degree, what was your major field of study?

   _____

   a. Minor or supporting area(s) at the doctoral level. _____

6. Please indicate the rank you now hold?

   a. Instructor ☐ c. Associate Professor ☐ e. other (please note)

   b. Assistant Professor ☐ d. Professor ☐ _____

7. a. On the left, Column I, *rate* (by circling) your *academic competency* based only on the educational course areas *completed*. Check the box if you have completed no academic coursework in the individual area.

   b. On the right, Column II, *rate* the degree of *usefulness* of this coursework or the projected usefulness and its value (projected) based on your experience in the department chairperson position.

I 1=little competence 2=moderately competent 3=average competence 4=very competent 5=extremely competent								II 1=of no use 2=of little use 3=useful 4=very useful 5=extremely useful				
1	2	3	4	5	☐	a.	School Finance	1	2	3	4	5
1	2	3	4	5	☐	b.	School Law	1	2	3	4	5
1	2	3	4	5	☐	c.	Public Relations	1	2	3	4	5
1	2	3	4	5	☐	d.	Personnel Management	1	2	3	4	5
1	2	3	4	5	☐	e.	Interpretive Writing	1	2	3	4	5
1	2	3	4	5	☐	f.	Persuasion, Public Speaking & Communication Skills	1	2	3	4	5
1	2	3	4	5	☐	g.	Leadership Skills	1	2	3	4	5
1	2	3	4	5	☐	h.	Problem Analysis	1	2	3	4	5
1	2	3	4	5	☐	i.	Organization and Administration of Physical Education	1	2	3	4	5
1	2	3	4	5	☐	j.	HPER Supervision	1	2	3	4	5
1	2	3	4	5	☐	k.	Physical Education Philosophy	1	2	3	4	5
1	2	3	4	5	☐	l.	Organization & Administration of Parks & Recreation	1	2	3	4	5
1	2	3	4	5	☐	m.	Recreation Issues	1	2	3	4	5
1	2	3	4	5	☐	n.	Community Health Issues	1	2	3	4	5
1	2	3	4	5	☐	o.	Trends in School Health	1	2	3	4	5
1	2	3	4	5	☐	p.	Athletic Administration	1	2	3	4	5
1	2	3	4	5	☐	q.	Physical Education Facility Planning	1	2	3	4	5
1	2	3	4	5	☐	r.	Organization and Administration of Higher Education	1	2	3	4	5
1	2	3	4	5	☐	s.	Academic Administration in Education	1	2	3	4	5
1	2	3	4	5	☐	t.	Economic Resources in Higher Education	1	2	3	4	5
1	2	3	4	5	☐	u.	Theories, Structure, & Policies in Education	1	2	3	4	5
1	2	3	4	5	☐	v.	Educational Philosophy	1	2	3	4	5
1	2	3	4	5	☐	w.	Internship in Administration	1	2	3	4	5
1	2	3	4	5	☐	x.	Other _____	1	2	3	4	5

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SECTION II. PROFESSIONAL EXPERIENCE

1. How many years of educational teaching experience had you completed at the time of employment in your present position? (Please circle)

   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 Over 25

   Please indicate the number of years at the various educational levels.

   a. Elementary School _____ years
   b. Junior High School _____ years
   c. Senior High School _____ years
   d. Junior/Community College _____ years
   e. College/University _____ years
   f. Other (Please note) _____ years

2. How many years of *interscholastic* and/or *intercollegiate coaching* experience had you completed at the time of employment in your present position?

   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 Over 25

   Please indicate the years at the various educational levels.

   a. Elementary School _____ years
   b. Junior High School _____ years
   c. Senior High School _____ years
   d. Junior Community College _____ years
   e. College/University _____ years
   f. Other (Please note) _____ years

3. Please indicate the sports which you have coached; your capacity in that sport, and the educational level at which the duties were performed.

	JUNIOR HIGH		SENIOR HIGH		JUNIOR/COMM. COLLEGE		UNIVERSITY or COLLEGE	
	Head Coach	Asst. Coach	Head Coach	Asst. Coach	Head Coach	Asst. Coach	Head Coach	Asst. Coach
a. _____	☐	☐	☐	☐	☐	☐	☐	☐
b. _____	☐	☐	☐	☐	☐	☐	☐	☐
c. _____	☐	☐	☐	☐	☐	☐	☐	☐
d. _____	☐	☐	☐	☐	☐	☐	☐	☐
e. _____	☐	☐	☐	☐	☐	☐	☐	☐

4. At the time of employment in your present position, did you have *previous administrative* experience? If so, how many years?

   a. Yes ☐ b. No ☐ c. 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Over 15

5. If the answer to question no. 4 is yes, please indicate the position in which the experience(s) occurred and the years in each position.

   a. elementary school administration ☐ _____ years
   b. junior high school administration ☐ _____ years
   c. senior high school administration ☐ _____ years
   d. department chairperson of senior high ☐ _____ years
   e. HPER supervisor of school district ☐ _____ years
   f. junior college administration ☐ _____ years
   g. junior college HPER dept. chairperson ☐ _____ years
   h. college administration ☐ _____ years
   i. college/university HPER chairperson ☐ _____ years
   j. Other (please note) _____ _____ years

6. Please indicate your age at the time of appointment to your *present administrative* position.

   a. 21-25 ☐ c. 31-35 ☐ e. 41-45 ☐ g. 51-55 ☐ i. 61-65 ☐
   b. 26-30 ☐ d. 36-40 ☐ f. 46-50 ☐ h. 56-60 ☐ j. Over 65 ☐

7. Briefly describe your last position immediately prior to accepting employment in your <u>first</u> collegiate HPER Chairperson position.

_____

_____

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SECTION III: SELECTED DUTIES

PART A. Teaching Duties

1. In your present physical education chairperson position, do you perform additional duties in the institution's instructional program?

   a. Yes ☐ b. No ☐ if no, proceed to Part B

2. Please indicate the area(s) of your teaching assignment.

   a. Undergraduate Program ☐ c. Doctoral Program ☐

   b. Masters Program ☐ d. Other (please note) ☐ _____

3. Please indicate the area(s) in which you teach and the number of contact hours during an academic year (10 months).

   a. Health ☐ ___hrs d. Educational Administration ☐ ___hrs

   b. Physical Education Academics ☐ ___hrs e. Recreation ☐ ___hrs

   c. Physical Education Skills ☐ ___hrs f. Other (please note) ☐ _____

PART B. Coaching Duties

1. In your *present* administrative capacity, are you actively engaged in coaching intercollegiate athletics?

   a. Yes ☐ b. No ☐ if no, proceed to Part C.

2. Please indicate the coaching assignment and capacity.

		Head Coach	*Assistant Coach*			*Head Coach*	*Assistant Coach*
a.	_____	☐	☐	c.	_____	☐	☐
b.	_____	☐	☐	d.	_____	☐	☐

PART C. Program Administration

1. In addition to being the chairperson, are you the administrative leader of athletics? If no, proceed to question 3.

   a. Yes ☐ b. No ☐

2. Which of the following best respresents the total time spent in performing athletic and educational administrative duties?

   a. 1/4 time athletic administration and 3/4 time educational administration ☐

   b. 1/2 time athletic administration and 1/2 time educational administration ☐

   c. 3/4 time athletic administration and 1/4 time educational administration ☐

3. At your insititution is the athletic department within the framework and/or the jurisdiction of the physical education department? a. Yes ☐ b. No ☐

PART D. Administrative Duties

Directions:

a. Below on the left, Column I, *rate* (by circling) your competency based only on academic coursework and preparation experiences for the following duties. Please exclude on the job training experience.

b. Below on the right, Column II, *rate* (by circling) the *degree of importance* of the following duties in your particular chairperson situation.

I						II				
1=not prepared 2=slightly prepared 3=prepared 4=very prepared 5=extremely prepared						1=not important 2=little importance 3=important 4=very important 5=extremely important				
					1. PLANNING					
1	2	3	4	5	a. Scheduling of all academic courses	1	2	3	4	5
1	2	3	4	5	b. Planning of future HPER facilities	1	2	3	4	5
1	2	3	4	5	c. Scheduling groups for use of HPER facilities	1	2	3	4	5
1	2	3	4	5	d. Preparing the yearly schedule for departmental activities.	1	2	3	4	5
1	2	3	4	5	e. Determining the dispersal of scholarship/grad. ass'ts/etc.	1	2	3	4	5
1	2	3	4	5	f. Establishing the need for a faculty position	1	2	3	4	5
1	2	3	4	5	g. Establising the salary for department positions and recommend raise increases thereafter	1	2	3	4	5
1	2	3	4	5	h. Scheduling faculty meetings and discussions	1	2	3	4	5

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1-not prepared
2-slightly prepared
3-prepared
4-very prepared
5-extremely prepared

1-not important
2-little importance
3-important
4-very important
5-highly important

I						II				
					2. OPERATING					
1	2	3	4	5	a. Daily, monthly, and yearly operation of the facilities	1	2	3	4	5
1	2	3	4	5	b. Formulation and enforcement of departmental guidelines and policies	1	2	3	4	5
1	2	3	4	5	c. Attend to the general office routine	1	2	3	4	5
1	2	3	4	5	d. Meet and encertain guests as an official duty	1	2	3	4	5
1	2	3	4	5	e. Conduct regular meetings with the program coordinators/ faculty	1	2	3	4	5
					3. STAFFING					
1	2	3	4	5	a. Advertising, interviewing, and selecting of faculty and staff	1	2	3	4	5
1	2	3	4	5	b. Advertising, interviewing, and selecting office personnal	1	2	3	4	5
1	2	3	4	5	c. Delegation of responsibilities and necessary authority to subordinates	1	2	3	4	5
1	2	3	4	5	d. Establishing and maintaining a good climate of rapport among staff members and office personnal	1	2	3	4	5
					4. DIRECTING					
1	2	3	4	5	a. Directing the HPER program in keeping with the educational philosophy of the institution	1	2	3	4	5
1	2	3	4	5	b. Scheduling and maintaining regular office hours	1	2	3	4	5
1	2	3	4	5	c. Interpreting various rules and regulations to the faculty	1	2	3	4	5
1	2	3	4	5	d. Providing departmental employees with opportunities for professional development	1	2	3	4	5
1	2	3	4	5	e. Serving on national/regional/state committees	1	2	3	4	5
1	2	3	4	5	f. Contributing to the profession by answering checklists, questionnaires, and other pertinent research endeavors	1	2	3	4	5
1	2	3	4	5	g. Take short courses/seminars for professional advancement	1	2	3	4	5
1	2	3	4	5	h. Actively engaging in research to promote HPER and HPER administration	1	2	3	4	5
1	2	3	4	5	i. Involving staff members in decision making	1	2	3	4	5
					5. COORDINATING					
1	2	3	4	5	a. Serving on committees of a non-HPER nature	1	2	3	4	5
1	2	3	4	5	b. Attending local, regional, and national meetings	1	2	3	4	5
1	2	3	4	5	c. Conducting workshops for area high school administrators	1	2	3	4	5
1	2	3	4	5	d. Coordinating the HPER program with the other institutional departments	1	2	3	4	5
1	2	3	4	5	e. Assisting in securing employment opportunities for HPER graduates	1	2	3	4	5
1	2	3	4	5	f. Coordinating various programs with deparmental structures i.e. Basic Instruction, Intramurals, Health, and Recreation	1	2	3	4	5
					6. REPORTING					
1	2	3	4	5	a. Working with various central administration authorties	1	2	3	4	5
1	2	3	4	5	b. Conducting a public relations program within as well as outside the department confines	1	2	3	4	5
1	2	3	4	5	c. Reporting the daily, weekly, monthly, and yearly reporting of departmental activities	1	2	3	4	5
1	2	3	4	5	d. Reporting to the faculty/staff regarding department, collegiate, and university rules and changes occuring	1	2	3	4	5
					7. BUDGETING					
1	2	3	4	5	a. Preparing and supervising the yearly budget	1	2	3	4	5
1	2	3	4	5	b. Submiting the yearly budget	1	2	3	4	5
1	2	3	4	5	c. Dispersing budgeted finances to the various divisions within the department	1	2	3	4	5
1	2	3	4	5	d. Approving deparmental requisitions	1	2	3	4	5
1	2	3	4	5	e. Auditing department budgeting process	1	2	3	4	5
1	2	3	4	5	f. Establishing the accounting procedures for the orderly keeping of the finances	1	2	3	4	5

E. What improvements would you like to see in professional prepartion and/or on the job training for department chairpersons? *Rate*, your choices accoruing to the *priority* of the action to be instituted. Be specific in spaces provided if possible.

5-top priority, 4-high priority, 3-priority, 2-low priority, 1-no value

a.	Conferences (1-2 days)_____	1	2	3	4	5
b.	Seminars (1-2 days)_____	1	2	3	4	5
c.	Administration packets _____	1	2	3	4	5
d.	Changes in course preparation curriculum _____	1	2	3	4	5
e.	Internships _____	1	2	3	4	5
f.	Off campus school visitations _____	1	2	3	4	5
g.	other _____	1	2	3	4	5

Would you be interested in receiving an abstract of the completed research? a. Yes ☐ b. No ☐

Where sent?_____

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